

An exploratory investigation into factors affecting class attendance in a Hospitality Management Module

Doulette Braak

Abstract

The research investigates various factors that influence student class attendance in a Hospitality Management module. Using survey questionnaires, the research aimed to determine factors that may negatively affect class attendance of first year students. The research was embarked upon to determine reasons for students not attending class as a possible variable for low throughput and high dropout rates. The research findings will indicate which factors affects class attendance the most in a Hospitality Management module. The data was analysed according to biographical information, external factors influencing class attendance, students' motivation, respondents' perceptions and internal factors to the institution. The biographical information does not play a factor in absenteeism. External factors do play a very small factor in non-attendance, what but no a significant role. The research found that motivation, respondents' perceptions and internal factors to the institution do play a role in non-attendance in group of students.

1. Introduction

Attendance is a very controversial concept in Higher education. Students are expected to take accountability and to make choices about attending classes. It has always been seen as an important factor in academic success, but attendance is so much more. Durden & Ellis (1995, p. 343) claims that attendance is in reality a representation of a student's motivation.

Attendance is important for various reasons. Attendance assist student learning in different ways. It brings theory to life, opens the opportunity for discussions, explanation and collaboration on topics. Attendance also contributes to students developing self-management, team work, customer awareness, marketability and problem solving, these aspect are nurtured in class. Students fine-tune and practice communication and literacy skills with application of numeracy and information technology in class, all these aspects enhance a student's employability (Manchester Metropolitan University: Careers & Employability Service, 2012).

2. Description of the Problem

In Hospitality Operations (HOSP) it is essential for students to master practical skills, not only the theory. In class, skills can be demonstrated by the lecturer and practiced over and over by students, giving opportunity for feedback from the lecturer and class mates to ensure the correct skills are gained. Students are placed in the Hospitality Industry for experiential learning to gain experience and observe the theory in action. The Industry expects students to be able to successfully complete basic tasks assigned to them to ensure the best possible experience to the client (guest).

In the 2013 HOSP 1A module students were required to successfully complete twenty practical activities to have been deemed competent to engage in industry practice. Only 33% of the students were able to complete these twenty activities successfully. Upon further investigation it was found that the students who were able to complete the activities successfully on average attended approximately 60% of the lectures. Students unable to complete the activities had a significantly lower class attendance rate. This prompted curiosity in reasons why students do not attend class if the results of class attendance clearly indicate benefits towards academic success.

Based on this interest, the aim of the study is to investigate factors that affect students' class attendance furthermore affecting the overall throughput rate.

Related to the aim the research will attempt to answer the following key question: What factors play a role in students' class attendance in a Hospitality Management Module.

Related objectives to this study is to attempt to understand students' behaviour in regards to class attendance. Investigating various factors that affect class attendance and investigating possible interventions to improve class attendance.

3. Literature Review / Theoretical Background

Paise, & Paisey (2004) investigated reasons for non-attendance of classes as well as the influence attending classes have on the academic results of students. One of the reasons for non-attendance, namely part-time work was discussed in detail. This research established that financial difficulties was the main motivation for part-time work but other factors like age, family responsibilities, socio-economic grouping and affluence also contributed to students working.

Other reasons found in this research were assignment preparation, test preparation, illness, timing of lectures, hangovers and holidays to mention some. The reasons for non-attendance supplied in this study will be investigated in more depth in the proposed study in a private tertiary institution in the Hospitality Management context.

In research by Arulampalam, Naylor & Smith (2007) the causal effects of class absence on student performance was researched. Results showed that students missing classes leads to poorer performance. Findings of the research state that there is a correlation between a student's class attendance and their academic results.

In an article by Clearly-Holforth (2007), the author points out several relevant reasons given by students for not attending classes. The author emphasise that it is essential that the educator and higher education institutions pays attention to reasons for non-attendance. Examples of reasons that students cited for non-attendance include difficult/boring subject content, lecture presentations, timings of lectures and conflicting assignment dates. This article points out the importance of the educators role in being aware of problems that students may experience that may lead to non-attendance. The article is significant to the research proposal as it refers to the educator's role in managing some of the problems.

Research done by Moore, Armstrong & Pearson (2008) found it evident that students experience a variety of pressures while studying in higher education. They are continuously considering their options of whether it is worthwhile to be in class. It is argued that non-attendance is the students' way of dealing with other aspects of the course and life. It provides a signal that students are finding it difficult to cope, either emotionally or practically, with the content, processes or schedules associated with the formal learning curriculum.

Clark et al. (2011) conducted a research study aimed at understanding lecture attendance and reasons for class attendance. The researchers statistically examined the relationships between attendance and performance for first-year and third-year students. The study concluded that there is a reasonably positive relationship between high class attendance and improvement in academic performance.

Chou & Kuo (2012) examined the connection between four student attitudes and how it relates to class attendance and performance in Taiwan Colleges. This research take into account the level of difficulty of the courses, the topics covered in the courses and student's motivation towards attending the specific course. A significant correlation between class attendance and class performance was one of the research findings.

In the research study completed by Friedman, Rodriques and McComb (s.a.) the writers explore different reasons for higher education students not attending classes and discuss various implications related to this phenomenon. After the initial data analysis twenty-three (23) reasons for attendance was identified and thirty-three (33) reasons for non-attendance. Student characteristics like gender, age, residence, part time jobs and course loads were found not to affect students' class attendance significantly. One student characteristic that did affect class attendance was students with better academic records attend classes more frequently. Course characteristics that did affect attendance was identified in this research as motivation, type of course, lecturer status and enrolment size.

Findings from the above research are considered during the design of the data collection tool as well as during the analysis of data related to the topic of factors affecting students' class attendance.

4. Research Methodology and Design

4.1. Research Paradigm and Methodology

This research article is based on an epistemological approach. Epistemology is defined as the science of knowing; it is a theory of knowledge and the gaining thereof, asking questions in search of an answer. Methodology is defined as a subfield of epistemology and is a systematic approach to solve a problem (Babbie, 2011, p. 4; Bird, 2014; Grix, 2002, pp. 177 - 179).

In this research, quantitative methodology will be used within the context of a post-positivistic paradigm. The research problem will be investigated using numeric results. Data is collected and translated into statistical figures, from where conclusions will be drawn (Alzheimer Europe, 2009; Crotty, 1998).

Quantitative research is normally linked with the positivist or the post-positivist paradigm. Originating from the traditional positivist theoretical approach post-positivism allows more contact between the researcher and the research participants. It also uses additional methods such as survey research and qualitative methods such as interviewing to aid in the research process (Davis, 2008, pp. 32-33; Taylor & Medina, 2013, p. 2).

Post-positivism's objective is to generate impartial and comprehensive knowledge about societal patterns, seeking to affirm the occurrence of general rules in links between pre-defined variables. Post-positivism highlights empirical reason and permits supporting theories to be created as knowledge is seen as hypothetical (IGI Global, 2014; Taylor & Medina, 2013, p. 2).

4.2. Research Design and Data Collection Method

For the purpose of this research a survey was used as data collection method. Survey questionnaires are standardised research instruments where participants comment on their own behaviour. Information regarding biographical details of participants, behaviour, opinions, beliefs and convictions as well as attitudes can be obtained via questionnaires (du Plooy-Cilliers, et al., 2014, p. 149; Welman, et al., 2010, p. 149).

Questionnaires are the primary data collection tool, with attendance data collected from the System for Academic Management (SAM) as the secondary data source.

Using a questionnaire is an economical instrument with all participants receiving the same questions. Participants are also not required to supply their names, so it guarantees anonymity. The questionnaires will be reliable and valid as students will answer the questionnaires themselves (McMillan & Schumacher, 2006, pp. 194, 211).

A questionnaire was provided towards the end of the second semester of 2014, asking students to recall a time during the semester in which they did not attend scheduled lectures. Students were asked to describe the circumstances for their absence and given a list of prompts to assist them in identifying the reason for their absence. The questionnaire asked students the approximate amount of lectures they did not attend during the semester.

The survey questionnaire is a combination of closed-ended questions and a small amount of open-ended questions used to clarify and give more information towards the closed-ended questions. In some instance a Likert scale is used to measure a student's attitude and opinions; thereby giving students the opportunity to show how much they agree or disagree with a statement. (The University of Texas: Division of Instructional Innovation and Assessment, s.a., p. 2).

Using multiple-choice questions have some disadvantages. Participants may feel irritated as responses are predetermined. The advantage of using closed-ended questions is that it enables the researcher to study and compare results from questionnaires easily and faster. The survey questionnaire provides students the opportunity to think about their response before ticking the correct one or writing down a response (McMillan & Schumacher, 2006, p. 211) (Welman, et al., 2010, pp. 175-176).

Open-ended questions offer the participants an opportunity to express themselves more accurately. This will result in more comprehensive and time consuming analysis of the results to draw comparison of data collected (Welman, et al., 2010, pp. 175-176).

4.3. Research Population and Sampling

Hospitality Management module is offered as a first year semester module. All students registered for this module will form part of the population of the research. A non-probability, accidental (convenience) sample applies.

Non-probability sampling is convenient for a small scale exploratory research project with findings that do not need to be generalized but rather to understand the problem. This sampling is not complicated and it is not expensive. Accidental sampling involves using respondents that is already there, like this class of Hospitality Management

students (Cohen, et al., 2007, pp. 113-114; Du Plooy-Cilliers, et al., 2014, p. 142; McMillan & Schumacher, 2006, p. 125; Welman, et al., 2005, pp. 67-68).

A sample of 5 students that registered for the Hospitality Management module is used for this research study.

4.4. Limitations Applicable to the Research

As this is a non-funded research project to be conducted within a limited time-frame with limited scope, the research will only relate to a private tertiary institution campus in Cape Town. Other limitations may be that students may not be willing to participate in the research study.

The small class size is also identified as a limitation.

4.5. Ethical Considerations

In research, ethical practice is essential. The three main ethical aspects to consider are confidentiality, permission and informed consent (Stringer, 2008, p. 47).

In this research the respondents all gave written consent and completed a questionnaire anonymously. The private tertiary institution gave permission for research to be conducted in the classroom environment.

5. Data Analysis

5.1. Biographical information

Detail as to who the respondents are and personal circumstances that may influence class attendance is important to establish factors that affect class attendance. Related to personal information respondents were asked their age and their prior experience. Findings of these questions indicate that 40% of the respondents are between 18 and 20 years of age, 20% between the age of 21 and 23 of age with the remainder 20% being between the ages of 24 and 26 years.

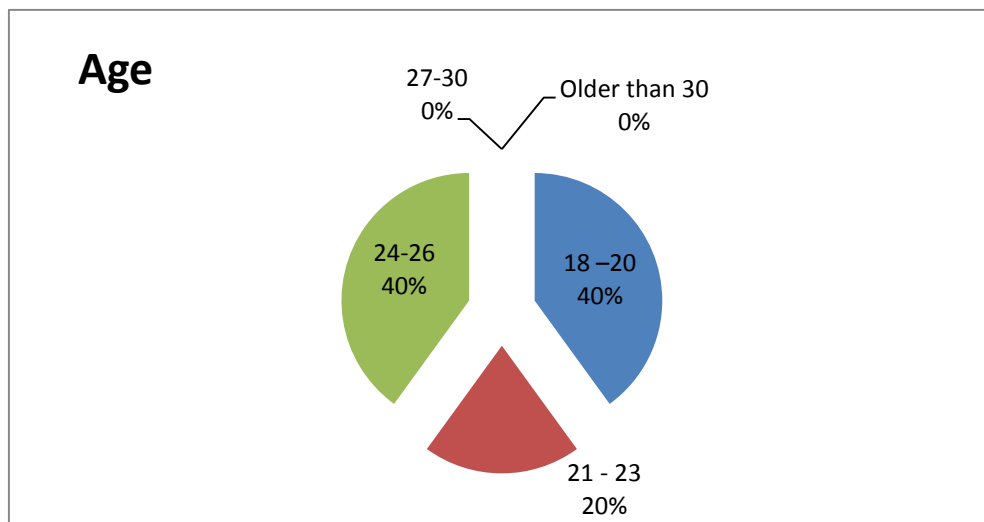


Figure 5.1: Age Analysis

In the year prior to enrolling for the course 33% of the respondents worked in 2013, 17% travelled and 50% was studying other courses.

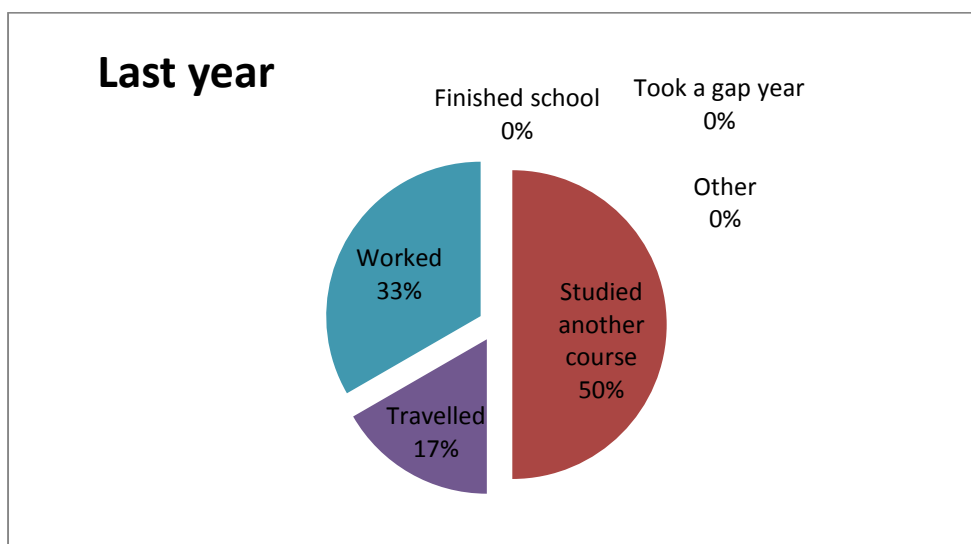


Figure 5.2: Previous year analysis

As part of the biographical information respondents' response to their last month's class attendance are illustrated in figure 5.3. Seventeen percent (17%) of respondents did not miss any classes, 17% missed very little and 33% of respondents missed some

classes. Seventeen percent (17%) of respondents did not attend classes and 16% of respondents were not sure how many classes they missed.

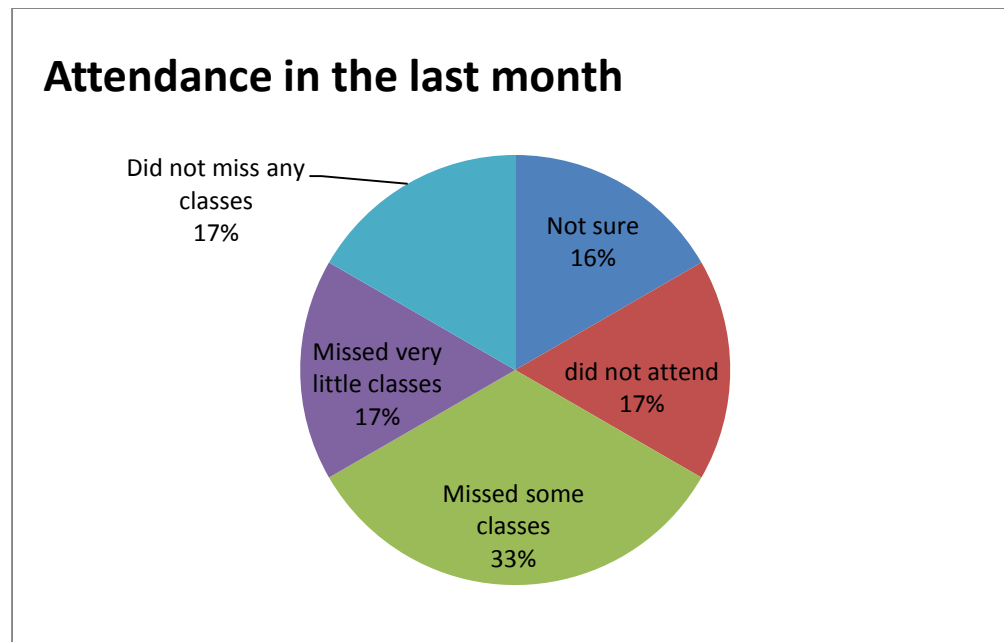


Figure 5.3: Analysis on course load

5.2. External factors influencing class attendance

It is imperative to establish external factors that may affect class attendance, detail as to the respondents responsibilities apart from studying were requested as well as transportation information.

In figure 5.4 the findings establishes how many respondents are responsible for their own fees. In accordance with Revell & Wainwright (2008, p. 219) this can be a motivation for a respondents to have a part time job to pay their tuition fees. Fifty percent (50%) of respondents' parents pay their fees, 16% of fees are paid by a trust and 17% are study loans. The remaining 17% is paid by other means like family.

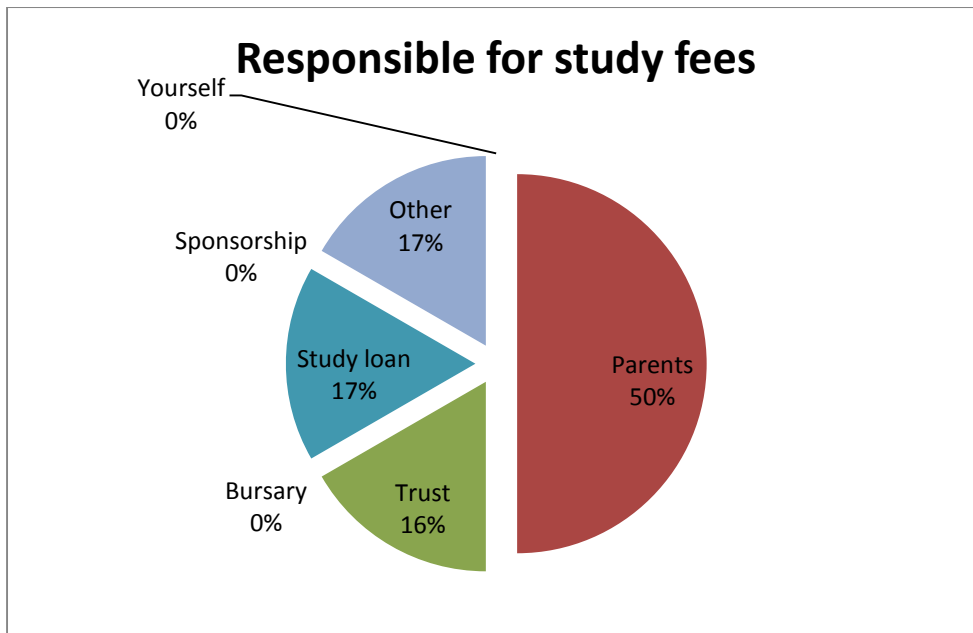


Figure 5.4: Analysis of who is responsible for paying study fees

Responsibilities outside of the Higher Education Institute (HEI) might affect class attendance. None of the respondents have any dependents, 60% of respondents do have family responsibilities outside of college and 20% of respondents do have a part time job.

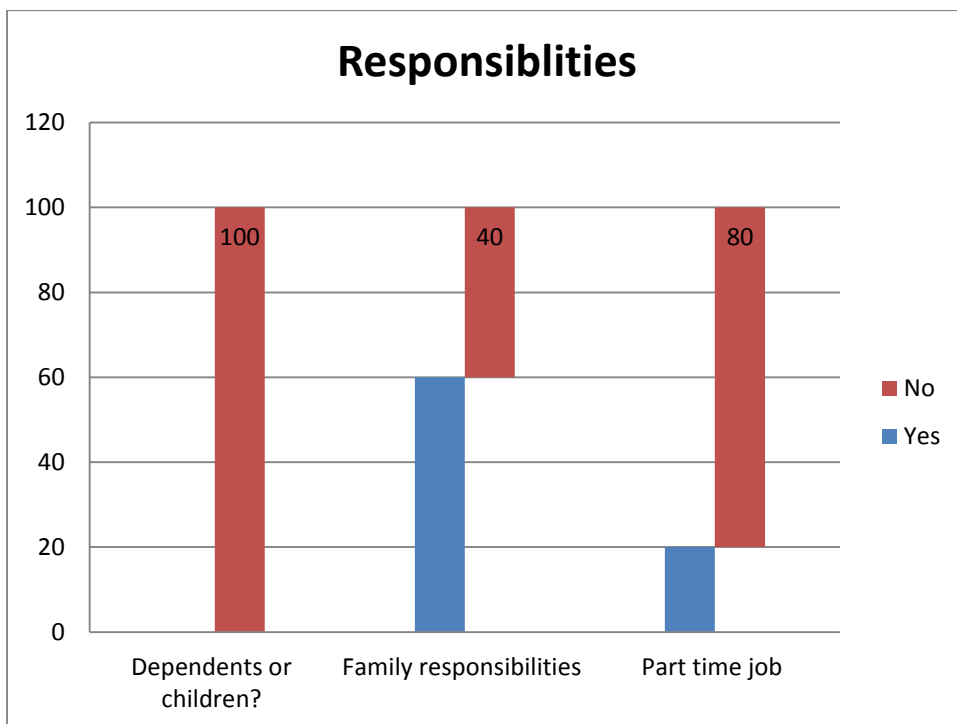


Figure 5.5: Analysis of responsibilities

The rational in asking questions relating to travel time, travel method and travel distance was to establish if this external factor affect student's attendance. In figure 5.6, 40% of the respondents only travel 10 minutes at most, 40% travel between 10 and 20 minutes with the remaining 20% traveling between 20 and 30 minutes.

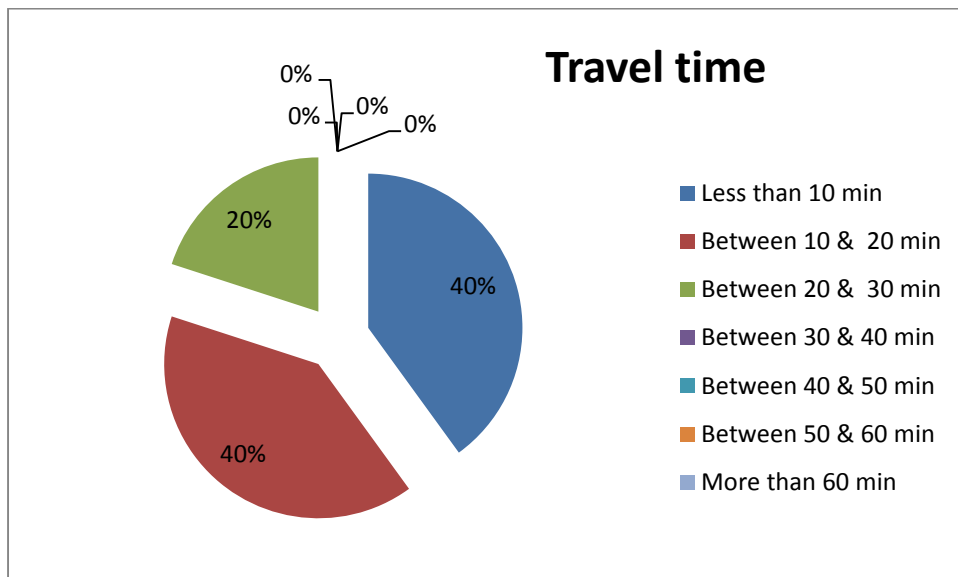


Figure 5.6: Analysis of travel time

In figure 5.7 below methods of transportation is illustrated with 80% of the respondents that travel by car and 20% travel by bus and taxi.

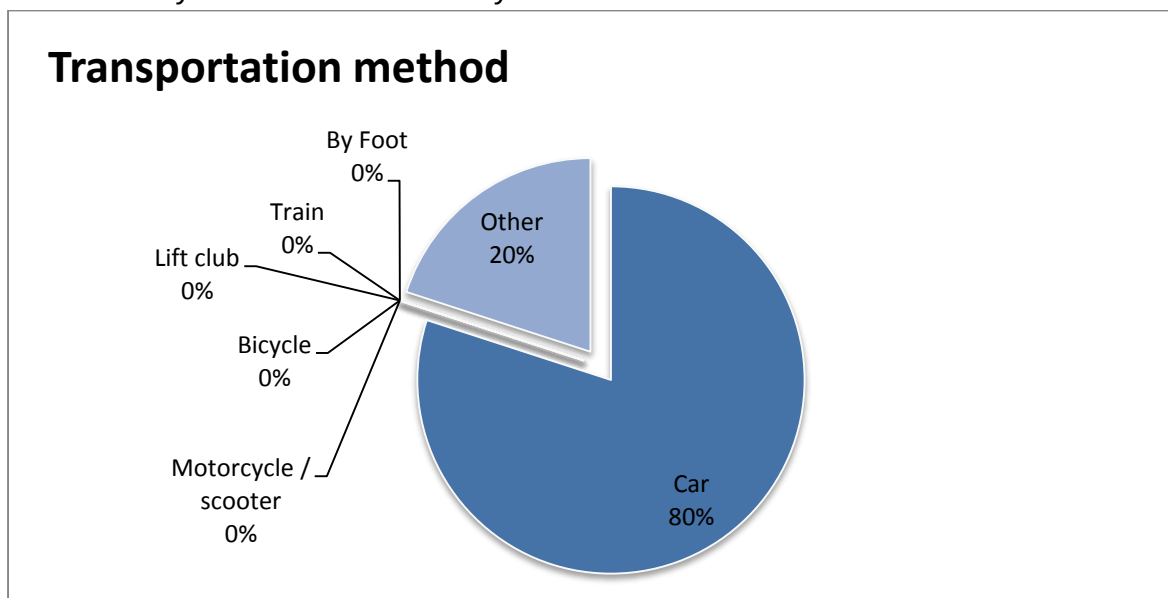


Figure 5.7: Analysis of transportation method

Figure 5.8 below provide detail areas from which respondents travel to the HEI. As can be seen from the figure, 20% of the respondents travel from the Cape Town CBD area, 60% of respondents lives in the southern suburbs of Cape Town and 20% of the respondents travel from other areas like Gugulethu.

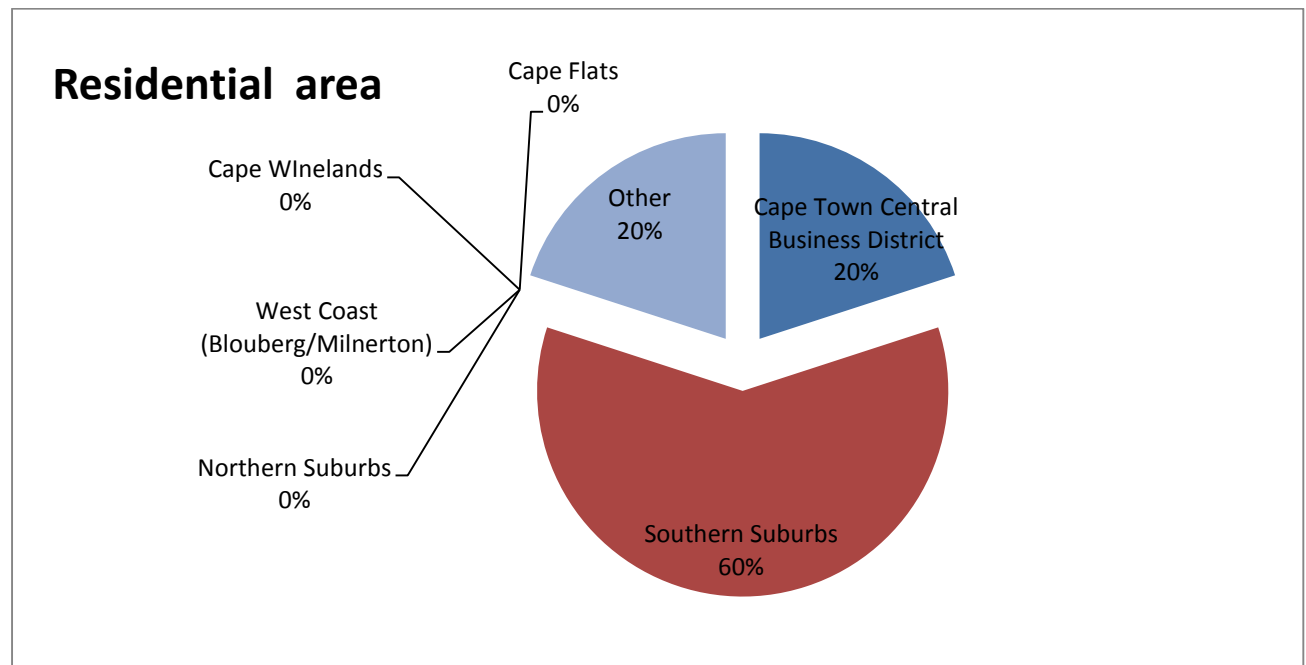


Figure 5.8: Analysis of area where respondents live

5.3. Respondents Motivation levels

It is important to establish the respondents' motivation levels as motivation may affect class attendance. Motivation can be an external but also an internal factor.

Based on the information presented in above figure 5.9 it is evident that 80% of respondents enrolled for the course as they see this as a future career choice.

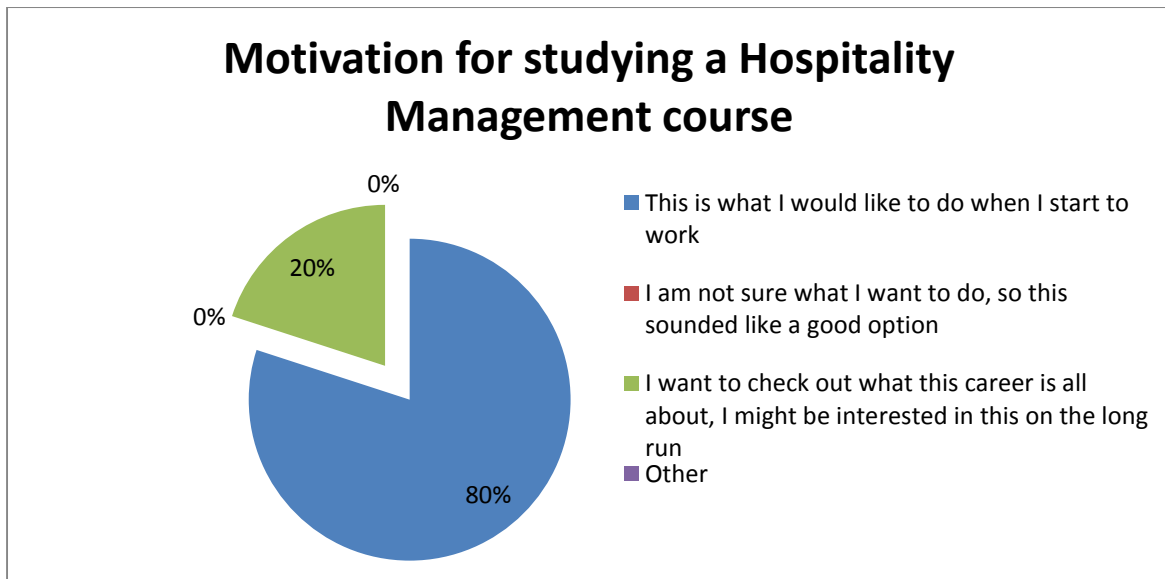


Figure 5.9: Analysis for studying Hospitality Management

Respondents also were asked about their primary motivation for attending class. In Figure 5.10 the finding illustrate that 80% of the respondents indicated that they attend class to listen and be exposed to the theory. Twenty percent (20%) of respondents indicated there is other reason for their class attendance.

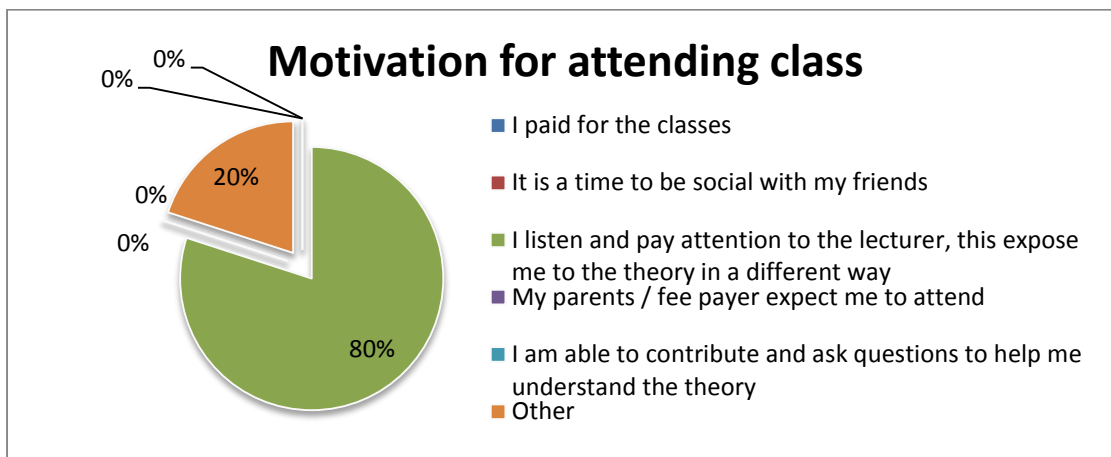


Figure 5.10: Analysis of motivation to attend classes

The findings indicate that respondents attend classes to listen and pay attention. Only 20% of respondents indicated that their parents worked hard to ensure that they can study and they appreciate the opportunity to study. It is very evident that respondents do not see it as a social time.

Respondents also indicated their motivation level to study and to complete their chosen course. In figure 5.11 the findings indicate that 80% of respondents indicated that they are somewhat motivated to study, with only 20% of respondents that are very motivated. But 80% of respondents indicated that they are very motivated to complete the course, with only 20% of respondents that was only somewhat motivated.

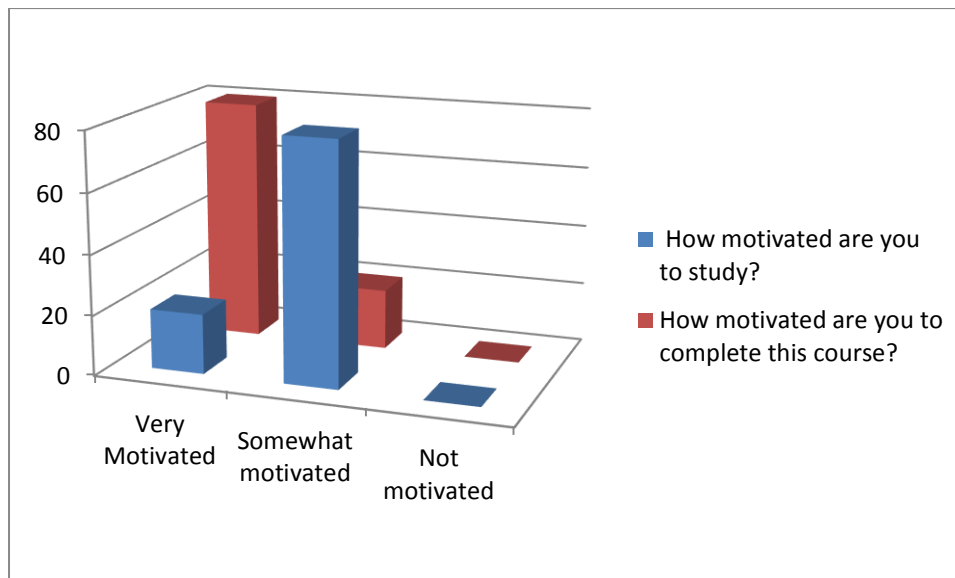


Figure 5.11: Analysis of motivation to attend classes

5.4. Respondent perceptions

The respondents' perceptions regarding their studies and their class attendance may highlight elements that possibly will affect class attendance.

In Figure 5.12 the respondents commented regarding justification for non-attendance with 37% of the respondents indicated that sickness is a valid justification for absence. Twenty-five percent (25%) indicated that family commitments are valid reason for absence and 13% of respondents indicated that work is a valid reason for absence, with 12% indicated that work being too easy is also a valid reason for absence. Thirteen percent (13%) of respondents indicated that there are other reasons for absence.

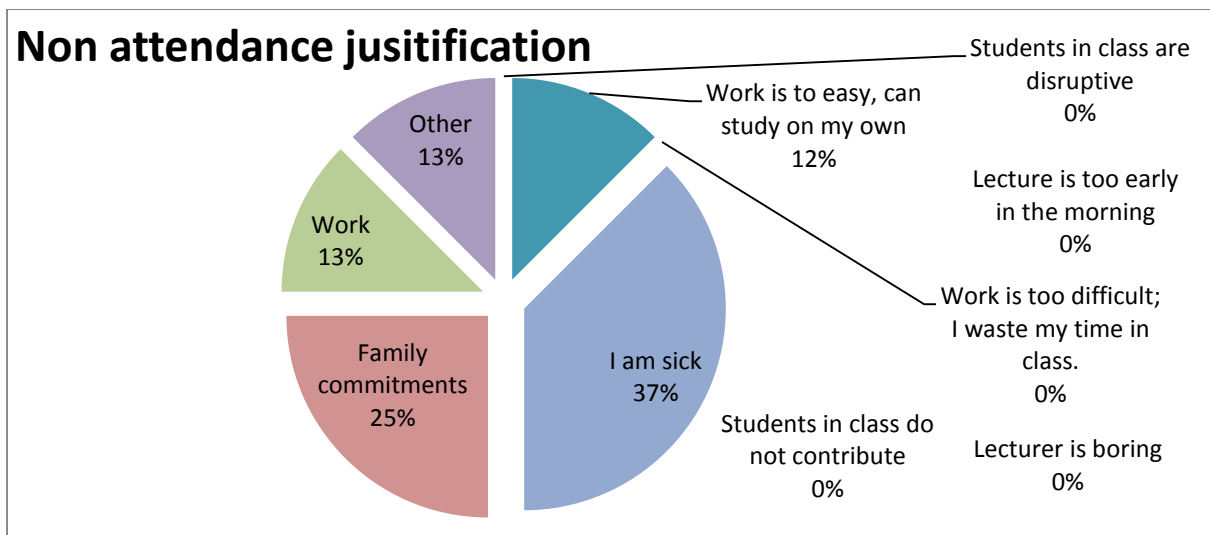


Figure 5.12: Analysis of justified reasons for not attending classes

The respondents were requested for justification for their non-class attendance in the past month. The question was to determine if the respondents' perception about justified reasons and their personal reasons for not attending correlate. Of the respondents that indicated that they did not attend classes in the last month, 25% of respondents indicated that laziness was the cause of their non-attendance. Sickness was the cause of 25% of the respondents' non-attendance. Twenty-five percent (25%) of the respondents missed class trying to catch up other classes and another 25% missed classes due to the death of a sibling.

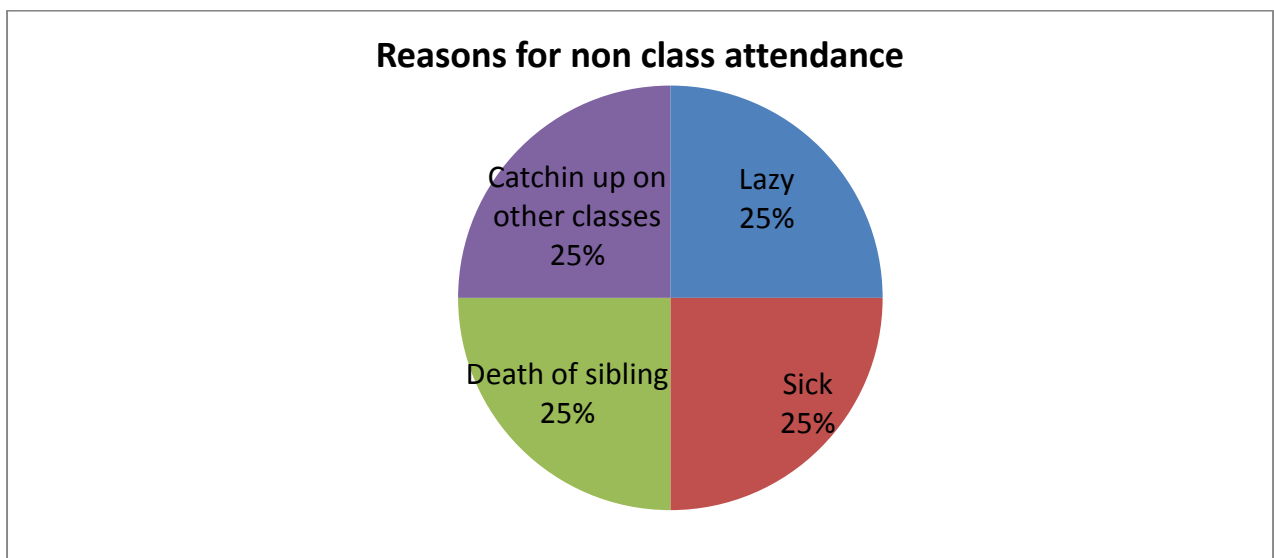


Figure 5.13: Analysis of explanations for non-attendance

In figure 5.14 respondents were requested to give their opinion on the course load with 80% of the respondents were neutral on their opinion, only 20% disagreed with the statement that the course load was heavy. Sixty percent (60%) of respondents were neutral on the difficulty level with 40% of respondents disagreeing with the statement that the course is difficult.

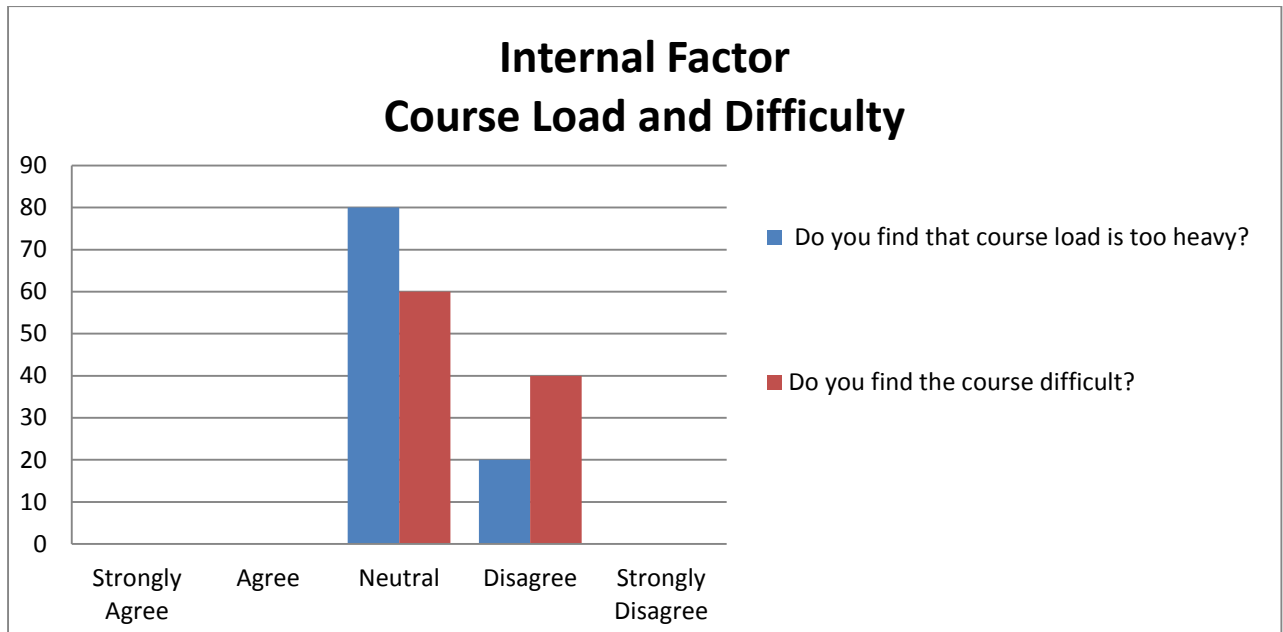


Figure 5.14: Analysis on course load and difficulty

The respondents' perception on the correlation between attendance and academic success was investigated in an attempt to determine if that could be a factor in respondents attendance, all respondents belief there is a correlation.

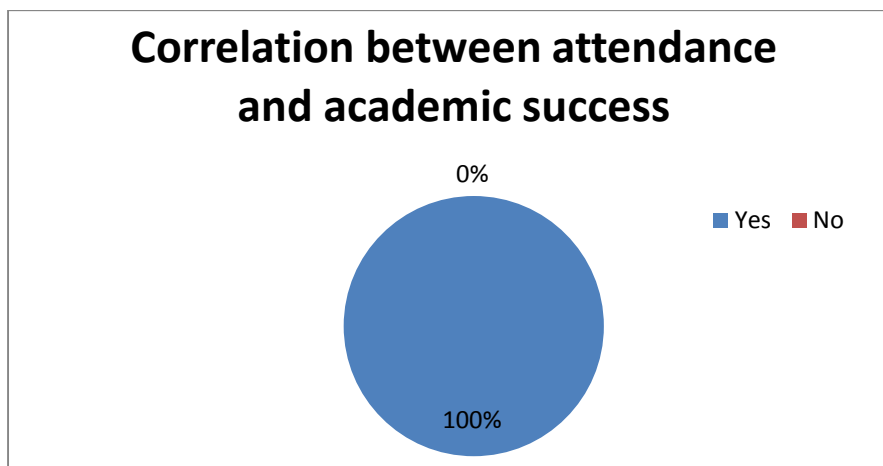


Figure 5.15: Analysis on respondents opinion regarding correlation between attendance and academic performance

In figure 5.16 it is shown that 40% of respondents consider that attendance effect academic success. Twenty percent (20%) believe attendance is important in this module as it is very practical, 20% feels that theory needs to be explained and personalised, the final 20% states that non-attendance leads to falling behind and being lost.

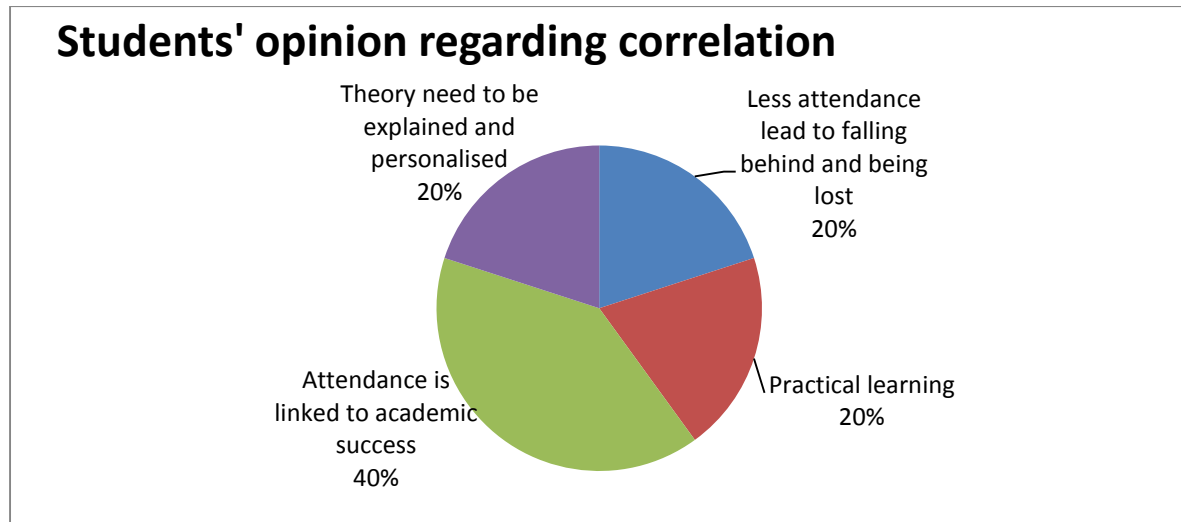


Figure 5.16: Analysis of opinion on correlation

In a quest to establish the respondents' motivation for attending class, the respondents' perception of how attendance contributes to academic success was investigated. As shown in the pie chart below, 20% of respondents indicated that in class learning helps with theory to be retained longer. Twenty percent (20%) of respondents' aim is to learn something in class and recognised that this goes hand in hand with a good lecturer and listening in class and another 20% of respondents indicated that attendance leads to more understanding which improves the academic results. Twenty percent (20%) of respondents believed that through discussion in class, they are allowed to get a deeper insight and 20% of respondents indicated that they will miss content that is vital to the course if they miss class.

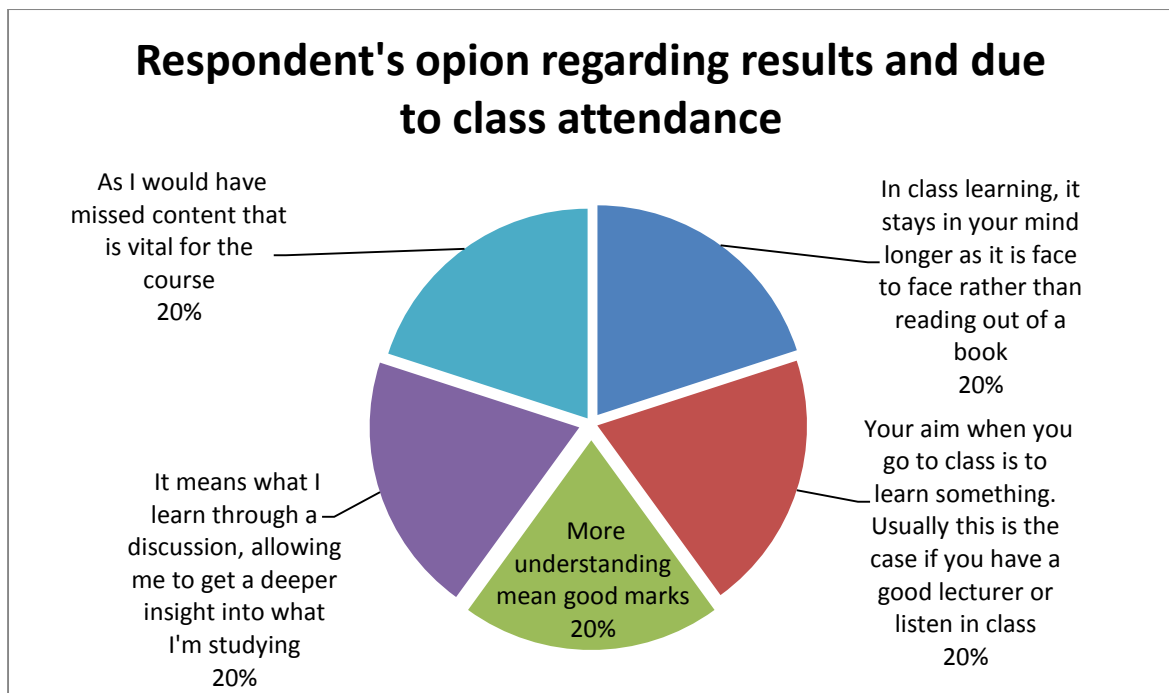


Figure 5.17: Analysis effect of class attendance on results

5.5. Internal Factors to the institution

In the final questions the researcher explored respondents' receptiveness to online presentation and support of the Hospitality Management module.

Figure 5.18 shows the findings regarding online presentation and support offered. Hundred percent (100%) of respondents indicated that this module cannot be presented online and 80% of respondents believed this module can be supported online with only 20% that did not think it is possible to support the module online.

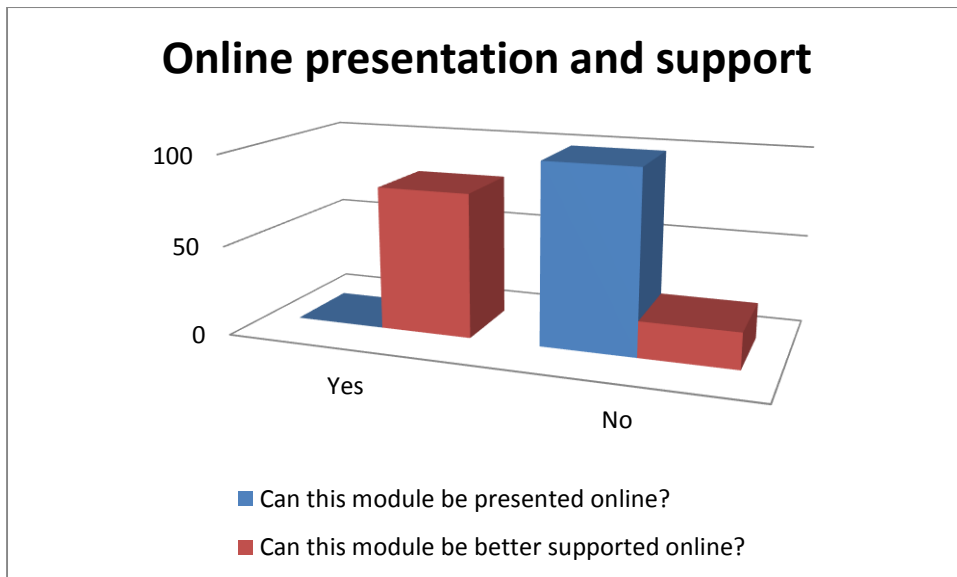


Figure 5.18: Analysis of effect of class attendance on results

In figure 5.19 the respondents indicated what type of online support they think will benefit them in their studies in this module. Twenty-five percent (25%) indicated that online tasks will be helpful, with 25% that thought vodcasts and video clips can be useful. Eight percent (8%) indicated journal writing, 8% showed interest in an online glossary, 17% indicated online Wiki's and another 17% showed interest in blogs.

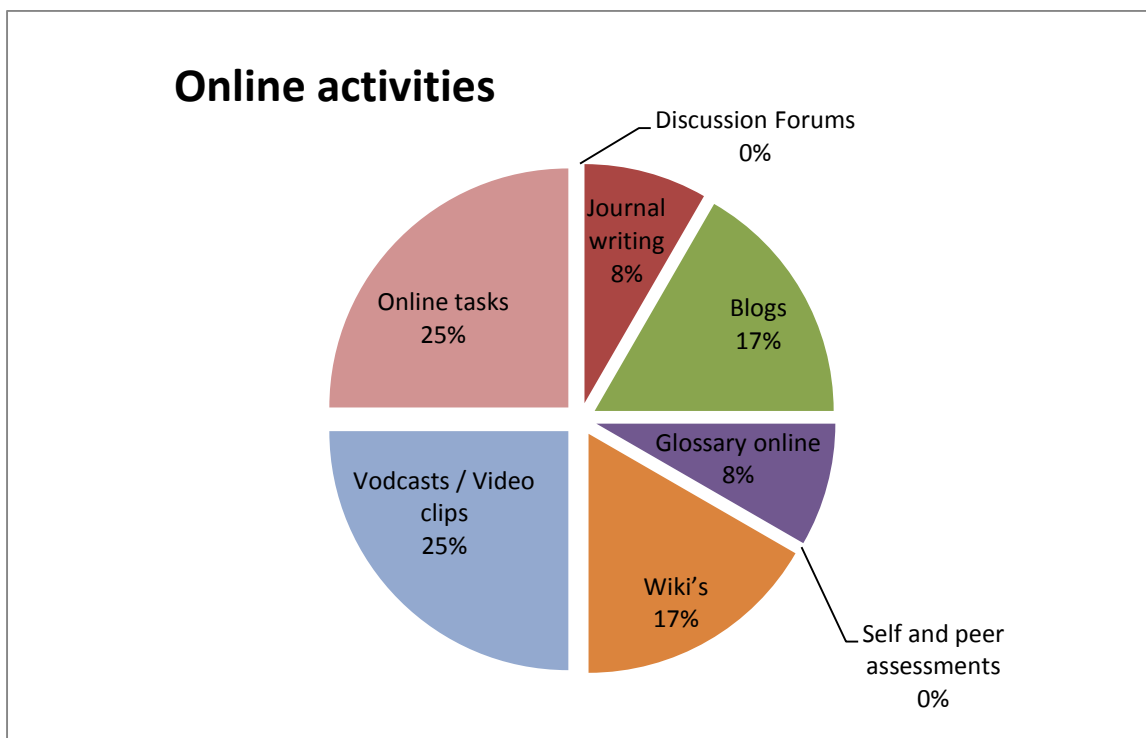


Figure 5.19: Analysis with regards to type of online support

6. Discussion of Findings

The research analysis was considered in five major themes. The researcher analysed the data collected according to biographical information, external factors influencing class attendance, motivation, respondents' perceptions and internal factors to the institution.

The institution or lecturer do not have any control over biographical information and external factors influencing class attendance, however the institution and lecturer can evaluate and address some of the internal factors. Motivations and respondents' perception can be seen as both external but also internal, so it is important to also evaluate these two themes and assess how attendance can be positively affected. The average attendance for this module was 71% with attendance during the last month of classes around 74%.

In the findings regarding responsibilities it is clear that dependents do not affect the attendance of classes in this group of respondents, but respondents with family responsibility will be less likely to attend classes if they have family commitments (Paisey & Paisey, 2004, p. 41).

Related to the views of Paisey & Paisey (2004, p. 41), part time jobs have very little effect on average class attendance in this group of respondents.

Contradictory to Schmulian & Coetzee (2011, p. 10) findings and agreeing with Friedman's (s.a., p. 128) travel time, distance and area do not really affect class attendance in this group.

Linked to the views of Friedman, Rodriques and McComb (s.a., p. 129), the assumption can be made that respondents that choose the course are motivated to attend classes. The motivation levels of students to study are extremely important as pointed in previous studies. In the findings it is thought-provoking to see that respondents are not motivated to study but they are motivated to complete the course as well as continue into a career in Hospitality (Friedman, et al., s.a.) (Moore, et al., 2008).

Motivation can be intrinsic or extrinsic. As this research study was an exploratory study, the researcher will not discuss the theory behind motivation in detail, but rather just comment on the fact that the lecturer can affect the respondents' motivation on an extrinsic level.

From the findings it is also evident that respondents attend classes to listen to the lecturer and learn theory but also skills that cannot be taught in a text book or online. The interpretation indicated that respondents see the relation between attendance and understanding the work, practical application of the work and also the fact that they do

not fall behind, but it does not guarantee their attendance. Respondents also indicated that discussions in class help them to internalize the theory and make it easier to remember on the long term (Cherry, s.a.).

It is evident that respondents' acknowledge the fact that their academic performance is enhanced by attending classes. Respondents also indicated that the physical manner of the module is essential for the hands on industry it is preparing them for. The practical aspects cannot be replicated online and respondents also thought that the practical aspects made class fun.

Respondents will be less likely to attend classes when they are sick and more likely to attend when the class is boring or work is too difficult. The findings also indicate that respondents can justify not attending one lecturer to make up for another module where they have fallen behind. The findings indicate that the course load and difficulty level of the Hospitality management program might have an effect on attendance or non-attendance. As Kottasz (2005, p. 11) found that various respondents found lectures boring and not worth attending, if a respondent perceive a course to easy or not challenging it could lead to non-attendance. In this research the respondents indicated that the course is not that challenging. From the research it is evident that respondents miss class for various reasons, like catching up with other course work, being ill and even finding the class to easy. These factors are supported by research done by the State University (2014).

The implication of this finding indicates that respondents will be accepting of online interaction to enhance the learning experience, but do value the class room interaction as this is a practical module.

The findings of this analysis indicate that respondents will be likely to accept the use of online tasks, vodcasts and video clips. Blogs, Wikis as well as journal writing and online glossaries can also be incorporated into this module as a method to enhance the respondents learning experience. The findings also indicated that respondents are most likely will not respond to journal writing and online assessments.

7. Recommendations

The research has highlighted several aspects that can be addressed in the attempt to improve attendance. Start the semester with students entering into learning contracts with the lecturer, this will help set the standard and motivate students to keep to the contract (Sheridan, 2012).

It is essential for the lecturer to adjust and ensure that students experience the practical aspects. In this module it is easy to take students to establishments where they can observe the different aspects and also get involved with the practical aspect

like making coffee. These outings need to be paired with a journal activity, a class activity or a quiz where students get to reflect on their learning that counts toward their final result, in this way the value of the lecture is increased and made relevant to industry (Louisiana State University, s.a).

Scheduling guest lecturers from industry will also motivate students. Guest lecturers in this module can easily be done when theory of tea and cheese is covered (Louisiana State University, s.a).

The researcher would also recommend for the lecturer to build relationships with students, ensuring that there is follow up with the students if they are not in class. By a quick e-mail or telephone call the lecture shows concern and interest in the students. The student will also realize that the absence was noticed and someone does care. This recommendation can also be enhanced by setting up a mentorship with students from the 2nd or 3rd year mentoring 1st year students, again creating the environment where the students know that someone does care, when they do not attend classes (Couch, n.d., p. 1; Sleight & Ritzer, 2001).

Considering the above recommendation, an early intervention is recommended. It is recommended that lecturers investigate and meet with students with low attendance rather early than later in the semester (Railsback, 2004).

Attendance policies are a controversial topic in Higher Education as students at this level need to be accountable for their own decisions. The researcher however believes there is some value in an attendance policy for modules with a practical component, requiring students to attend 70% of classes to be allowed to enter exams (Chenneville & Jordan, 2008, p. 33).

The research recommends that online tasks and interactive activities are part of the module, enhancing the practical aspects and reinforcing the theory. Concepts that can be illustrated in a video like setting a table or carving a fish can be a task for students to complete before or after a theory class. The students will in class practice the practical aspects of this theory. Students can make vodcasts and upload them for feedback for the lecturer or their class mates.

The researcher also recommends that not all class notes are posted on line, but that detailed notes are only handed out in class. Lecturer slides that are posted online, needs to be minimalistic, this will ensure that students know that they still have to be in class to understand the notes. It is also important that the lecturer do not only read from the text book, but add real value to the time in class (Sleight & Ritzer, 2001, p. 2).

The challenge is to motivate students to see the short term goals in a more positive light, ensuring that students are not bored by creating a class culture of collaboration through discussions and group activities. A lecturer that is setting an example, coming

to class prepared, on time, knowing the subject matter not only the book theory and by showing motivation and inspiring will in directly also motivate the students (Williams & Williams, s.a., p. 2).

8. Conclusion

At the start of the research, the researcher set out to investigate factors that affect students' non-attendances. The researcher offered further research possibilities, summarised findings of the research, and presented recommendations that can be incorporated in future in this module and other modules.

The researcher would like to recommend further investigation into possible factors with future groups of students in the same module. The researcher would also suggest that similar research is done on different modules across the Hospitality Management program. Further research can be conducted to investigate if the size of a class will influence attendance.

Based on further research as this research was exploratory by nature, recommendations made in this research can be applied to other modules.

In conclusion it is imperative to highlight that this exploratory study has focused specifically on factors effect attendance in a Hospitality Management module. Research findings largely confirm findings in previous research, highlighting students' motivation as a critical factor, which can be influenced by a motivated, engaging, lecturer that is inspiring in class.

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Annexure A: Questionnaire

Dear First year student

A research article is written by Doulette Braak towards completing a Postgraduate Diploma in Higher Education with the Independent Institute of Education (IIE). The research article is focused on determining factors that influence student's class attendance.

This research will help Varsity College and the IIE and lecturers in the classroom to better understand various factors affecting class attendance. Your response to this survey is vital in providing the necessary information to discover and formulate the various reasons for poor class attendance.

Your participation in this survey is completely voluntary; it should take about 15 minutes. We are not asking for your name, and are not recording any information that can personally identify you. Your responses to the survey will be combined with other students to determine the most common factors affecting class attendance. Your choice either to decline or participate in this survey, as well as your responses to questions, will not positively or negatively affect you. If you prefer not to answer a particular question, just leave it blank.

I would greatly appreciate your assistance in completing the research survey and returning it to me. Since the validity of the results depend on obtaining a high response rate, your participation is crucial to the success of this study. When completing this survey, please select the most appropriate answer.

Thank you for taking the time to complete this survey as research for the research article.

Sincerely,

Doulette Braak

2nd Research Survey

Hospitality Short Learning program

Please tick the most appropriate option. If you should tick other, please give an example. What is your current age?

18 –20	
21 - 23	
24-26	
27-30	
Older than 30	

1. What did you do last year?

Finished school	
Studied another course	
Took a gap year	
Travelled	
Worked	
Other	

Please clarify other:

2. What is your motivation for studying this course?

This is what I would like to do when I start to work	
I am not sure what I want to do, so this sounded like a good option	
I want to check out what this career is all about, I might be interested in this on the long run	
Other	

Please clarify other:

3. Do you have any dependents or children?

Yes	
No	
If yes, How many	

4. Do you have any family responsibilities outside of college?

Yes	
No	
If yes, what responsibilities	

5. Do you have a part time job

Yes	
No	
If yes, what part time job	

6. Who is responsible for paying your study fees?

Yourself	
Parents	
Trust	
Bursary	
Study loan	
Sponsorship	
Other	

Please clarify other:

7. How long does your trip to College take?

Less than 10 min	
Between 10 & 20 min	
Between 20 & 30 min	
Between 30 & 40 min	
Between 40 & 50 min	
Between 50 & 60 min	
More than 60 min	

8. How do you travel to College?

Car	
Motorcycle / scooter	
Bicycle	
Lift club	
Train	
By Foot	
Other	

Please clarify other:

9. Where do you travel from for College daily?

Cape Town Central Business District	
Southern Suburbs	
Northern Suburbs	
West Coast (Blouberg/Milnerton)	
Cape Winelands	
Cape Flats	
Other	

Please clarify other:

10. What is your primary motivation for attending class?

I paid for the classes	
It is a time to be social with my friends	
I listen and pay attention to the lecturer, this expose me to the theory in a different way	
My parents / fee payer expect me to attend	
I am able to contribute and ask questions to help me understand the theory	
Other	

Please clarify other:

11. What reasons do you think is justified for not attending classes?

Lecture is too early in the morning	
Lecturer is boring	
Students in class are disruptive	
Students in class do not contribute	
Work is to easy, can study on my own	
Work is too difficult; I waste my time in class.	
I am sick	
Family commitments	
Work	
Other	

Please clarify other:

12. In the last month how many times did you not attend classes for Hospitality Management?

13. What were the reasons for your non-class attendance?

14. Do you find that course load is too heavy?

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

15. Do you find the course difficult?

Strongly Agree	
Agree	
Neutral	
Disagree	
Strongly Disagree	

16. How motivated are you to study?

Very Motivated	
Somewhat motivated	
Not motivated	

17. How motivated are you to complete this course?

Very Motivated	
Somewhat motivated	
Not motivated	

18. Do you think there is a correlation between attendance and academic performance?

Yes	
-----	--

No	
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19. What correlation do you belief exist between attendance and academic performance?

20. Why do you belief your class attendance had an influence on the academic results you will receive after completion of this module?

21. In your opinion can this module be presented online? Please motivate your answer.

22. Can this module be better supported online?

Yes	
No	

23. Which online support would have benefitted your experience and success in this module?

Discussion Forums	
Journal writing	
Blogs	
Glossary online	
Self and peer assessments	
Wiki's	
Vodcasts / Video clips	
Online tasks	

THANK YOU FOR COMPLETING THIS SURVEY